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ABSTRACT

China has recently developed a national infrastructure of institutional units, from the central to county level, for the training of educational administrators. The range, scope, and dimensions of educational administrative training as conducted in China in 1985 are described in this document. Contents include an introduction to the Chinese system of educational administration and descriptions of the various training institutions, curriculum and research, and professional development. Three major features of the national educational administrative policy include a formal professional development plan; integration of training, research, and administration; and curriculum development. (LMI)

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Occasional Paper in Educational Planning, Management and Statistics No. 12

TRAINING OF EDUCATIONAL ADMINISTRATORS IN CHINA

by

Zhang Fuquan

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TRAINING OF EDUCATIONAL ADMINISTRATORS IN CHINA

by
ZHANG FUQUAN

The Central Institute of Educational Research
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FOREWORD

China has recently developed a country-wide infrastructure of institutional units from central to county level, for training and retraining of educational administrators. The total number of educational personnel performing administrative and supervisory functions is estimated at one million.

Curriculum development, preparation of training materials, production of technical, scientific and professional literature in educational management, training of trainers and instructors, modernization of management techniques in education and training methodology in educational management and conducting relevant research and studies are major elements in this national undertaking.

The present paper prepared by Mr. Zhang Fuquan of the Central Institute of Educational Research in China is a first attempt to present the range, the scope, and dimensions of training in educational administration as carried out in China towards the end of 1985. It is hoped that this paper, while providing basic information on training of educational administrators in China, will become a working paper for introducing further reform and modernization in this vital educational activity.

Educational Planning, Management and
Statistics Service

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I. SYSTEM OF EDUCATIONAL ADMINISTRATION: AN INTRODUCTION

Educational administration in China is structured in accordance with the nation's division of administrative districts. It consists of four levels--central, provincial (this term in this study embraces the ethnic autonomous regions and municipalities directly under the Central Government), county (embracing the cities and districts in cities that are of equivalent level to a county), and township (embracing towns under the county). Due to its vast territory and population,a province is usually divided, according to economic, geographical and demographical conditions, into a number of prefectures and cities, where prefectural commissioner's offices and city governments are set up to serve as the administrative organs of the province. These prefectural commissioner's offices and city governments exercise leadership over the countries and county-level cities according to authority delegated by the provincial government.

The national supreme educational administration agency is the newly established National Education Commission. Directly subordinate to the State Council, it determines major educational policies and ensures overall planning of the development of the entire undertaking of education co-ordination of various related departmental work, and general supervision of and guidance to the reform of the educational system throughout the country.

At the provincial level, institutions that are responsible for educational administration differ accross the provinces. At present, and until the completion of the planned reform of government institutions, 22 provincial governments have a Committee or Office of Culture and Education, or a Committee or Office of Culture, Education and Health, as a provincial supreme educational administration body. Under these Committees or Offices there are usually Provincial Education Departments for school education and Adult Education Departments or Workers and Peasants Education Boards for adult education. Some provinces with considerable density of higher learning institutions have separate Higher Education Departments or Bureau.

The educational administrative institution for prefectures, prefecture-level cities, counties and county-level cities is the Education Bureau. Some prefectures, prefecture-level cities and counties have Adult Education Bureaus as well.

Table 1 presents the Administrative Division of China.

Table 1. Administrative Division of China (end of 1983)

Name of Provinces, Municipalities Autonomous Regions	No. of Units with Prefecture Status	No. of Municipalities			No. of Countries	No. of Dist. Under Municipalities
		Total	(1)	(2)		
Total	178	286	145	141	2,080	552
Beijing					9	10
Tienjin					5	13
Hebei	9	12	9	3	137	39
Shanxi	7	10	4	6	96	15
Inner Mongolia	8	14	4	10	74	16
Liaoning	2	13	10	3	45	45
Jilin	3	9	4	5	38	13
Heilongjiang	6	15	10	5	63	61
Shanghai					10	12
Jiangsu		13	11	2	62	40
Zhejiang	4	9	6	3	66	16
Anhui	8	15	8	7	67	35
Fujian	5	9	4	5	60	14
Jiangxi	5	11	6	5	80	18
Shandong	6	18	8	10	95	31
Henan	8	18	9	9	110	38
Hubei	7	14	8	6	65	12
Hunan	9	16	6	10	88	22
Guangdong	5	15	9	6	94	14
Guangxi	8	11	5	6	76	17
Sichuan	12	16	6	10	180	21
Guizhou	7	6	2	4	77	5
Yunnan	15	10	2	8	116	4
Tibet	7	1	1	-	77	1
Shaanxi	6	8	4	4	89	13
Gansu	10	7	3	4	72	6
Qinghai	7	2	1	1	37	4
Ningxia	2	3	2	1	16	7
Xinjiang	12	11	3	8	76	10
Taiwan				(unavailable)		

(1) Directly under provisional government

(2) Directly under prefecture or zhoa government

The National Educational Commission exercises guidance on professional matters for the committees or offices of culture and education (and health) and the Education Departments or Bureaus in the governments at various levels. It also provides guidance on professional matters for the education departments of various other ministries of the Central Government such as industry, agriculture and forestry, railways, finance, foreign trade, politics and law, health and culture. These education departments are responsible for educational administration within their respective systems.

An agency of educational administration at any level is usually subdivided into several functional sections for different juristiction and operation. The National Education Commission, for example, has 25 functional departments, respectively in charge of primary, secondary, vocational-technical, higher, adult and in-service teacher education, and other aspects of education such as planning and financing, capital investment, building construction, personnel and international relations. Provincial Departments of Education are usually composed of eight or nine sections for general, vocational-technical, adult, in-service teacher education, planning and financing, personnel and other areas. A typical prefectural and country Bureau has within it six or seven sections, in charge of general, vocational-technical, adult education, planning and financing, and others. The Township Education Committee usually has offices for full-time educational administrators responsible for pre-school, general, vocational-technical and adult education.

The educational administration agencies at most levels have under their jurisdictions a number of institutions engaged in such services as research, dissemination of research results, educational technology, supply or equipment, and training of administrators and teachers. Similar institutions directly under the National Education Commission include the Central Institute of Educational Research, the Central College of Educational Administration, the Central Radio and Television University, the Central Research Institute of Educational Technology, the Central Educational Technology Service, the People's Education Press, the Higher Education Press, and the Office of the Chinese Education Newspaper.

Under the supervision of the Provincial Education Departments are the provincial institutes of educational research, colleges of education or educational administration, radio and television schools, correspondence universities, editorial boards of provincial education journals, and others.

The prefectural and county Bureaux have under their direct jurisdiction the teaching-learning research sections, colleges or schools for in-service teachers, educational instruments supply stations, and others.

II. INSTITUTIONS FOR TRAINING OF EDUCATIONAL ADMINISTRATORS OF VARIOUS LEVELS

Historical background

Administrators form the backbone of China's socialist construction in every front. The government has always regarded administrators at every level as the national treasure. This is because all the State's policies and specific administrative measures can only be implemented through the efforts of the administrators. They disseminate state policies, unify and guide the broad masses,organize people's work. Their role in bringing the creativity and initiative of the masses into full play is vital.

In China, the term "educational administration" refers to the educational administration by the State. The quality of the educational administrators is perceived as directly affecting the effectiveness and development of education in the country.

As long ago as 1955, when the People's Republic of China was in its earliest years, the State Council instructed that central, provincial and prefectural educational administrations should see to it that leaders of educational administrative agencies at various levels and leaders of schools of various types took turns to be trained in order to substantially raise their thinking, political and professional quality. This instruction included the government-appointed directors of Education/Departments/ Bureaux and heads of their functional sections, the government- or administration-appointed presidents and deans of studies of universities/ colleges, and school principals/headmasters.

Within a short period the Central College of Educational Administration was established in Beijing, and other similar (but at a different level) training institutions bearing the name of college of education or educational administration were founded in the majority of the provinces. The Central College of Educational Administration alone claimed an output of 1,900 trainees in five years. During the Cultural Revolution (1966-1976), however, all of these institutions were closed, thus causing the serious decline in the number of skilled administrators. As revealed by a 1980 survey, among the estimated total of one million educational administrators throughout the country, 60-70 per cent had never received specialized training, nor were they familiar with the jobs of educational administration.

The Chinese Government has identified as an important strategic task for the present, and for some time to come to train a contingent of administrators who are more revolutionary, younger, better educated, and more specialized. The former Ministry of Education has taken a series of major measures and made relevant decisions to promote the fast rehabilitation and development of training for educational administrators

towards the direction of consistency, regularity and institutionalization. By now, the majority of the provinces, municipalities, prefectures and counties have founded colleges of education or educational administration, colleges or schools for in-service teachers, and training departments or classes for educational administrators. These training institutions have formed a network with the colleges of education and for in-service teachers at different levels as the centres. The re-established Central College of Educational Administration in Beijing is also within this network.

In view of the rapid development of higher education, and the need to enforce the training of university/college administrators, the former Ministry of Education has entrusted six institutions--the Beijing Normal University,East China Normal University,Northeast China Normal University, Shaanxi Province Normal University, Central China Teacher's College and Southwest Teacher's College and Southwest Teacher's College--to set up special training classes or colleges for university/college department directors and middle-rank cadres from provincial and municipal educational administrations. Some other normal universities and colleges in Heilongjiang and Liaoning Provinces and Shanghai also have taken the responsibility to train in-service and pre-service school principals, and have established the specialty of educational administration to prepare researchers and teachers in this field. These compose another training network centering on the normal universities and colleges.

During the past years, besides the sector of education, other central governmental sectors such as those of coal, railways, agriculture and forestry and army, have also set up their own training institutions mainly for the leaders of their own schools and educational administrative sections.

Development of training institutions

The development of various institutions associated with the training of educational administrators is shown in Table 2 while the different categories of trainees in Colleges of Education and Normal Universities/ Colleges are shown in Table 3.

Table 2. Number of Colleges of Education

Year	The Central College of Educational Administration	Colleges of Education	Prefectural In-service Teachers Colleges	County In-service Teachers Schools
1978	1	17	3,118	4,287
1979	1	34	2,897	5,073
1980	1	31	1,259	2,696
1981	1	32	247	2,113
1982	1	35	255	2,174
1983	1	36	268	2,101

Table 3. Categories of Trainees in Colleges of Education and Normal Universities/Colleges

Institution Name	Trainees	Status of Trainees
The Central College of Educational Administration	Provincial Education Department directors, profession section heads; universities/ colleges presidents; secondary vocational school principals	In-service
Provincial Colleges of Education; Colleges of Educational Administration	Principals, directors of studies of key secondary school and secondary teachers school; directors of prefectural, county bureau; heads of sections in provincial departments; heads of sections in prefectural, county bureau	In-service or to-be-appointed
Prefectural Colleges of Education or Colleges for In-service Teachers	Principals of non-key secondary schools, central primary schools; principals, directors of studies of county in-service teachers schools; heads of sections in county bureau	In-service or to-be-appointed
County In-service Teachers Schools	Principals of full primary schools, heads of kindergartens	In-service
Normal Universities of Beijing, East China, Northeast, Shaanxi, Teachers Colleges of Central China, Southwest; Normal Universities of Harbin, Shanghai, Fujian; Teachers Colleges of Liaoning	Department directors, professional section heads of universities/colleges in relating districts; middle-rank cadres of local educational administrations; principals directors of studies of non-key secondary schools in the provinces; directors, heads of sections in profectural, county bureau	In-service or to-be-appointed

According to a 1983 survey, nine Provincial/Municipal Colleges of Education in Beijing, Shanghai, Guangdong, Jiangshu, Liaoning, Sichuan, Shaanxi, Shandong and Hangzhou had trained 6,225 trainees in 72 terms.* In that year supervisors of schools or educational administrations who had taken the short-term training constituted no more than 10 per cent of all the educational administrators in the country. What is more, since

* This refers to administrators in leadership positions who have the obligation to take turns, in a planned way, to enroll in a training institution at an appropriate level. Generally, the length of such programmes is three to six months.

1982, in the campaign of reform in the administrative institutions of the State and the school, a remarkable number of veteran educational and school administrators have retired because of their age, and younger people have stepped into leadership. Therefore it became imperative to accelerate the development and enforcement of the administrator training institutions and complete the rather heavy training task for the improvement of the administrative effectiveness in China's education.

Training programmes, curricula and forms

There are two types of training programmes for educational and school administrators. The first type is in the nature of a professional refresher, the second type is certificate or degree granting training.

Professional refresher programmes. This type of programme is designed for the short-term training. The typical courses and time distribution for a six-month programme is shown in the list that follows.

Course	Total hours	Lecture hours	Independent study hours	Discussion, testing hours
Principles of Marxist-Leninist Philosophy	150	30	75	45
Pedagogy	150	30	75	45
School Psychology	150	30	75	45
School and Educational Administration	112	23	56	33
Investigation and Study-visit	112	-	-	-
Lectures on Modern Science and Techniques	49	49	-	-

For the "short-term" type of training, the provincial colleges of education have drawn the following experiences:

Integrating theory with practice. The purpose of training is to provide learning, so that the quality of routine work and administration can be raised. Therefore the curricula, contents and methods should be concerned with concrete applications of theories. Some institutions stress case studies, organizing their trainees to analyse and discuss cases and write cases of their own. Other measures include inviting administrators who are accomplished both in theory and practice to give lectures; having ex-trainees come back to report on progress achievements and problems; regularizing staff connections with administrative bodies and schools; and so on.

Giving priority to independent study. In some training institutions the time planned for independent study makes up as much as 50 per cent of the total class hours. This is because the trainees have already had a certain degree of cultural knowledge and practical experience and only by stressing independent study and research can their knowledge and capabilities be transformed into a useful resource. Discussion as a method of independent learning is also widely employed. It is a good approach for trainers to examine the trainees' progress and also because the trainees' learning abilities, initiative, accomplishment in knowledge and analysis are often better demonstrated in discussions than on test papers. Discussions should be well prepared; the topics should involve important questions the trainees feel unclear about or disagree with. The trainer's guidance and summarizing role is also essential.

For a certain number of trainees with long experience of administrative work and authorship capability, the institutions may organize research-type study, focusing on specific topics and applying a special schedule of plenary discussion plus individual reading or writing. The results of their researhc may be presented to the institutions academic meetings, or published as training materials.

"Less but better." There is limited time for each term and still less time for lectures, but there are ample contents to deal with. The trainers must be fully aware of the needs and problems of the trainees, so that through simple lectures they can bring about deep internalization of ideas. These lectures should be more to-the-point, persuasive and enlightening. Training institutions usually make detailed investigation prior to the arrival of trainees about their educational background, length of previous teaching, nature of current position, tenure of office, and competence in theory and practice. Although courses cannot cover all the subjects, but this should not mean that certain components of a discipline could be randomly deleted. The crucial thing here is the purposeful selection of contents, emphasis, core materials and teaching methods. This can be achieved only by thorough understanding of the needs and profile of the trainees.

Out-of-classroom practical assignment of study-visit and topic investigation. The "short-term" programmes should always include one or two weeks for such activities. The places to be visited are usually the more successful regions or schools.

Certificate/Degree granting programmes. These types of programmes provide one to two years of in-service training to those educational administrators who: (a) have received education at the junior college level or above, (b) had a certain amount of experiences in the job of education, and (c) are younger, and also to (d) outstanding, young and middle-aged reserve administrators. Those trainees who pass the strict tests given during the course may obtain a college certificate or diploma in the specialty of educational administration or school management, and a corresponding degree.

The courses in a one-year programme usually include:

Principals of Marxist-Leninist Philosophy
Modern and Contemporary History of China

Pedagogy

General Psychology

School Management

Educational Psychology

Educational Administration

Outline of Chinese Educational History

Lectures on Special Topics

A two-year programme may have, in addition to the above, Fundamentals of Political Economy, Child Psychology and Study of Teaching materials and Methods. The course in educational history listed previously is also divided into two separate courses, for China and foreign countries respectively.

Two samples of the two-year programme schedule are given in Table 4 and 5 respectively.

Table 4. Schedule of the special training course at Beijing College of Educational Administrators

Course	Total Hours	Lecture Hours	Independent Study, Discussion, Testing Hours
Principles of marxist-leinist phylosophy	204	54	150
Scientific socialism	102	26	76
Modern and contemporary history of China	170	45	125
Political economy	136	36	100
Pedagogy	238	60	178
General psychology	170	45	125
Educational psychology	170	45	125
Managemental psychology	102	26	76
School management	136	40	90
Educational administration	102	26	76
School hygienics	102	26	76
History of Chinese Education	102	36	66
History of World Education	102	32	70
Secondary school subject teaching material and methods	136	36	100
Educational economy (elective)	102	34	-
Statistics in education and psychology (elective)	102	-	68
Chinese language (elective)	136	36	100
Mathematics (elective)	136	36	100
Practice	204	-	-
Total	2,686	675	1,807

Note: Lectures on special topics in logic, ethics, educational phylosophy, social psychology, etc., are not reflected in this schedle.

Table 5. Schedule of the educational administrators' training course at Hangzhou Municipal College of in-service teachers

Course 1st Year, 1st Term	Total Hours	Lecture Hours	Independent Study, Discussion, Testing Hours
Principles of Marxist-leninst phylosophy	234	72	162
Modern History of China	156	48	108
Political economy	234	72	162
Selected writings of Deng Xiaoping	39	12	27
1st year, 2nd term general psychology	234	72	162
Child psychology	117	36	81
School psychology	234	72	162
Educational psychology	117	36	81
2nd year, 1st term pedagogy	234	72	162
Chinese and World History of Education	117	36	81
Educational economy	117	36	81
Educational statistics	117	36	81
Educational philosophy	78	24	54
Comparative education	39	12	162
2nd year, 2nd term educational policy and law	117	36	81
School management and educational administration	234	72	162
Secondary school subject teaching material and methods	156	48	108
Practice and investigation	195	-	-
Total	2,769	792	1,782

Note. 1. Each term is 18 weeks; each day has 7 class hours.

2. Each term has a week for lectures on ethics, logic and law.

Strict tests are designed for the participants of one- or two-year certificate/degree granting programmes, both for enrolment, during the year(s), and before graduation. To get registered in a programme, a candidate must first obtain recommendation from the personnel office of his/her organization or enterprise and then pass the examination offered by the receiving institution. Tests during the study period are of two different kinds: there are examinations for required studies which are marked on the scale - excellent, good, pass and fail; there are "checks" for electives, which are graded either as pass or fail. Those who have passed all the examinations for the required courses are awarded a diploma and a corresponding degree (this practice is limited to the training institutions of provincial and prefectural levels and above). The purpose of testing is to better link training,examination and office appointment and provide an important reference for the administrators' evaluation and promotion.

Special training courses. The special training courses for educational administrators pay full attention to practice and investigation as a training form, which usually lasts a month and requires careful planning and arrangement. The following is a sample of a plan of educational investigation for the training course of the Beijing College of Educational Administration.

A plan for educational investigation of special training courses of educational administration at Beijing College of Educational Administration (26 April - 5 June 1985)

Goals and tasks

1. To help the administrators apply the theoretical knowledge they have learned to practical work so as to enhance their ideological level and strengthen their professional abilities.

2. To learn and study from actual experience in the investigation of districts and institutions.

Contents and materials

1. Contents

a) guiding ideology for managing schools;

b) administrative system and structure, and the classification of their functions;

c) reforms and school administration of teaching and learning processes;

d) reforms and administration of moral education;

e) organization and administration of physical education and health education;

f) administration of general affairs;

g) plan for educational development at the district level;

h) present situation and the tendency for further development of the secondary educational structure reforms; and

i) supervision of district educational departments over the schools at various levels.

2. Methods

The following two methods are employed:

a) **Comprehensive investigation:** On the basis of the comprehensive surveys and analysis of the collected data and materials,the students are required to use the knowledge,theories, skills and methods they have learned at the College to evaluate the situation of educational administration in a school or educational institution, and submit a report on the results of the investigation and evaluation.

b) **Monographic study:** A careful investigation and diagnosis on the situation of one specific aspect at a school or an educational institution should first be done. The studies are then conducted. The final report is submitted as the last step of the study.

Each investigation report serves as graduation thesis to be appraised by the tutor. The class is usually divided into several groups and each student should not only undertake his or her own monographic study, but also make a comprehensive investigation of the study group.

3. The investigated areas

The investigated areas include the following six districts: Shanghai, Nanjing, Suzhou, Hangzhou, Wuhan and Changsha.

4. The main schedule

26 April	-	Meeting for mobilization and the division of small groups
27 April-2 May	-	Individual preparation
3 May	-	Setting out for the target areas
5 May	-	Introduction of the general situation of education in the target area is given by the District Educational Department
6-20 May	-	On-the-spot investigation and study

24 May-1 June - Preparation of written reports, small group discussion and exchange of experience

1-5 June - Plenary meeting for discussion and exchange of experience

In order to gurantee that the educational administrators undergoing training devote themselves to the study, both short-term and long-term training of educational administration in China is generally in the form of out-of-service study. During their period in training, they are given an allowance as well as their usual salaries. To adapt the training to the characteristics of rural areas, correspondence courses are also given by some training institutions in some provinces and areas.

For those educational administrators who have been trained in short-term rotation training classes or advanced training classes, the retraining is undertaken through: regular or irregular public lectures, workshops and seminars which are often organized by the local educational departments, learned societies and institutions of educational research jointly or independently; and regular or irregular public lectures and discussions, usually given by the training institutions. All those previously trained in the institutions are invited.

In addition, the educational departments at various levels and schools also have their own "Study Day". This comprises a certain amount of time in each week for professional study, which is usually organized by the head of the department. In some institutions where there are comparatively more cadres, several study groups may be organized. Each study group has its own annual plan and regular discussions are also organized. The professional study is considered as one of the important aspects in the assessment of the educational administrators' work by the higher authorities. In rural areas, the primary and secondary schools are usually small, and accordingly there are not many administrators in each school, so the "Study Day" for the administrators in such schools is organized by the District Educational Commission or by the Central Primary school in the district.

III. CURRICULUM AND RESEARCH IN EDUCATIONAL ADMINISTRATION AND MANAGEMENT

Training materials and reference materials

As stated earlier,the following four kinds of courses are usually offered in various training institutions:

1. Political theories, such as Principles of Marxist Philosophy, Political Economics and Scientific Socialism.

2. Education, such as pedagogy, general psychology, history of Chinese education, and history of education in other countries and comparative education.

3. General academic knowledge, such as modern and contemporary Chinese history, study on teaching materials and teaching methodology, and other elective courses.

4. Educational administration and management, such as school administration and management, educational administration and management, educational statistics, educational economics, and administrative psychology.

The compilation of the teaching materials and reference materials of the above four categories of courses is one of the urgent tasks for the various training institutions and academic research institutions at all levels. For the compilation of the first three categories of teaching materials and reference materials, support can be drawn from available teaching materials and reference materials from other colleges and universities. But the compilation of the teaching materials and reference materials for the fourth category of courses can only by undertaken by the training institutions and research institutions themselves.

At present, most of the teaching materials for the courses of educational administration and management are compiled and published independently or jointly by the training institutions and educational research institutions. The National Educational Commission and the national institutions for publication are encouraging research and discussions in this respect and are supporting the compilation and publication of quality teaching materials and reference material.

In his report to the Fifth National People's Congress, Premier Zhao Zi-yang pointed out that emphasis should be laid on the development of social sciences and the research on political economics, administration, psychology, pedagogy and other disciplines. We should try our best

to clarify and solve important theoretical and practical problems put forward in the course of socialist modernization construction in China and to make contributions to the socialist spiritual and material civilization and the perfection of the socialist system. At the Sixth National People's Congress. Premier Zhao stressed that in the course of such research, we should stick to the guiding principles of Marxism-leninism and Mao Tse-dong thought and implement the policies of "twining theories with practice" and "letting a hundred flowers blossom and a hundred schools of thought contend" so as to make achievements with high quality. Premier Zhao's speeches have greatly promoted and influanced the research and compilation of teaching materials in the fields of educational administration in China. By 1985, 48 sets of teaching materials had been published in China for the courses of Administration of Higher Education and Administration of Institutions of Higher Learning; Administration of Primary and Secondary Schools; Educational Administration and Management; Psychology of Educational Administration; Educational Economics; and Educational Statistics.

In addition, a dozen kinds of teaching materials and reference materials in the field of educational administration and school management from the United States, Japan and the Soviet Union have been published. It is difficult to count the number of the materials published by the training institutions themselves. During the four-year period from January 1979 to December 1982, about 800 articles and thesis on educational administration and school management have been published in the newspapers and journals, some of which are drawn into the reference books published by the training institutions in many places in China.

Research

After the founding of New China in 1949, scientific research in the field of educational administration and cadre training started in the 1950s, but only during the past seven or eight years has the research developed rapidly. In the 1950s, the research focus was concentrated in the following aspects:

a) Introducing the knowledge of educational administration;

b) Compiling the teaching materials and reference books for courses of educational administration; and

c) Summarizing experiences in cadre-training.

Research on policy and planning

Some research of high academic quality has also been completed in the fields of educational policy, educational planning, research on the work of educational bureau at county level and research on administration in primary and secondary schools.

Some of these works can be listed as follows:

1. **Develop educational cause in accordance with the Objective Law of Education**

Author: *Zhang Jian*
National Educational Science Press
Beijing, 1981

(The author, former Director of the Central Institute of Educational Research, has been working for a long time in the national educational leading body. This book is a collection of his monographs, articles and reports on special topics since 1978 on the educational policy-making and educational administration).

2. **Studies on the Educational Guiding Principle in China**

Author: *Wang Tei*
National Educational Science Press
Beijing, 1982

(The author is Vice-Chairman of the Academic Committee of the Central Institute of Educational Research. He describes very clearly the theoretical base of the Educational Guiding Principle in China, the experience and problems in the course of working out the educational guiding principles for each historical period and the objective laws for the changes in the contents. Therefore, it is of great value for understanding the educational guiding principle and policies in China).

3 **Administration and management of Institutions of Higher Learning**

Author: *Zhu Jiu-si*
Central China Engineering College Press
Wuhan, 1983

(The author is President and Professor of the Central China Engineering College. He summarizes the experience in the administration of universities and colleges and makes an exposition of the system, principle,structure and methods of the administration and management of universities and colleges. This book is of great value for the research of the administration in the colleges of engineering).

4. **School administration and management**

Author: *Teaching and Research Section of Beijing College of Educational Administration*
National Educational Science Press
Beijing, 1981

(Used as teaching materials for the training of educational administrators and principals of primary and secondary schools, the book summarizes and sorts out a great deal

of successful experience and practice in the practice of educational administration in primary and secondary schools in Beijing).

5. Foundations for school administration

Author: *Li Jia-yang, Shanghai Teacher College*

Huang Yun-long, Jiangsu Teacher College

Ying Jian-zhi, Hangzhou Normal College

Pan Yuan-chen, Jiangsi Teacher College

Zhu Qin-min, Shandong Teacher College

Jiang Cheng-zhen, Jining Teacher Training College in Shandong Province

He Jing-xia, Anhui Teacher College

Domg Xu-gong, Anhui Teacher College

Hu Feng-qi, Fujian Teacher College

(Serves as the textbook for the training of educational administrators in the above seven provinces and municipalities).

During the same period, reports and reference materials for teaching have been worked out on the basis of the extensive and penetrating investigations made by Gansu Teacher College, Sichuan Teacher College, Shanxi Educational Research Institute, The Central Institute of Educational Research and Beijing College of Educational Administration. In addition to that, a lot of articles and treatises have been published in the newspapers and journals. The following is the list of some of the articles:

"Education should try to go ahead"

Author: *Yu Guang-yuan*
Learned Journal of Beijing Normal University
No.1, 1983

"Increase the educational funds - an important strategy in realizing socialist modernization"

Author: *Qian Jia-ju*
Journal of Educational Research
No.2, 1980

"Education should go ahead of economic construction"

Author: *Qian Jia-ju*
Chinese Educational Newspaper
17 March 1983

"On running schools in various forms"

Author: *Sun Meng-qi*
People's Education
No. 6, 1981

"Encouraging and supporting the community forces to develop education"

Author: *Sa Kong-liao*
People's Daily
19 November 1982

"On the universalization of education"

Author: *Cheng Yiu-xin*
Journal of Educational Research
No. 8, 1982

"On the universalization of primary education in rural areas"

Author: *Bai Xue-guang*
Journal of Educational Research
No. 8, 1982

"Study on the problems of running schools in pastoral areas"

Author: *Long Gon*
Journal of Educational Research
No. 9, 1982

"Some problems in the development of general education"

Author: *Shao Zong-jie*
Journal of Educational Research
No. 3, 1980

"Study on the universalization of primary education in rural areas"

Author: *Wang Xi-zhang*
Journal of Educational Research
No. 11, 1982

"Research on the economic effects of education"

Author: *Peng Mu-sheng*
Learned Journal of Anhui University
No. 3, 1982

"On the efficiency of educational resources"

Author: *Han Zhong-li*
Learned Journal of Hebei University
No. 4, 1982

"Study on the counting of economic benefits of universities and colleges"

Author: *Wang Qing-cheng*
Journal of Higher Education Front
No. 3, 1983

"Report on the investigation of educational funds in the primary and secondary schools in Anxin County and Cheng De County in Hebei Province"

Author: *Guan Rong-kai*
Journal of Educational Research
No. 7, 1983

In June, 1983, the Second National Conference of Educational Research Planning was held in Beijing. The participants were scholars, specialists, researchers, teachers and administrators from the normal universities, teacher colleges, normal colleges, educational research institutions, and educational leading departments at provincial and municipality level. At the conference, the participants discussed the planning, organization and co-ordination of research projects during the period of the Sixth Five-Year Plan. Just like the research projects in other disciplines, the research projects of educational administration were also drawn into the track of the national plan for educational research. As a result, the state of dispersed and limited research in the field began to change toward well-organized and centralized research. Among the 36 national key projects and ministry key projects, which have been approved by the State Council, are the following six closely linked with educational administration:

a) Study on the guiding principle for education in China;

b) Study on the elementary education in rural areas and the economic development in rural areas;

c) Study on the planning for educational development and the forecast of manpower needs in special fields;

d) Study on the reforms of educational system in China;

e) Study on the administration of Institutions of Higher Learning; and

f) Study on the administration of general primary and secondary schools

Most of the above projects were conducted with the co-operation of researchers from the universities, colleges, research institutions, academic societies and educational administrators throughout the country. The project of study on the administration of Institutions of Higher Learning was one of the typical projects in this respect.Members of the leading group for the project were Yu Bei-chen (Vice President of the Central College of Educational Administration), Wang Run (President of Beijing Institute of Iron and Steal Industry, and Chairman of Beijing Society of Educational Administration of Universities and Colleges), and Zhu Jia-sheng (President of Shanghai Institue of Machinery and Director of Shanghai Research Society of Higher Education).

Dozens of universities and colleges took part in the research. They wrote the book entitled *The administration and management of institutions of higher learning in China*, and on the basis of research of special subjects, a series of books on the administration of universities and colleges have gradually appeared. Among them are:

The reforms in the structure of universities and colleges, Shanghai Communication University.

Ideological education in universities and colleges, Shanghai Normal University.

The administration of instruction work in universities and colleges, Shanghai Institute of Machinery.

The administration of teachers in universities and colleges, Shanghai Tong Ji University.

The administration of scientific research at universities and colleges, Shanghai Normal University and Shanghai Institute of Machinery.

The application of computers to the administration of universities and colleges, Beijing University of Technology.

The administration of training goals of universities and colleges, Beijing Institute of Chemical Industry.

The training and administration of graduate students of universities and colleges, Beijing Institute of Iron and Steel Industry.

The administration of libraries in the universities and colleges, Beijing Normal University.

The administration of modern technology and equipment for instruction at universities and colleges, Beijing Institute of Post and Communications and Beijing Normal University.

The organization and administration of correspondence education offered by universities and colleges, People's University.

We can also take for example the Project of Study on the Administration of General Primary and Secondary Schools. Members of the leading group were Xiao Yuan, (President of Beijing College of Educational Administration), Liu Wen-xiu (Profess at Beijing College of Educational Administration) and Yian Yong-huang (Professor of Guangdong Teacher College).

Joint efforts have been made in this project by scholars, researchers, principals, teachers and administrators from the normal universities, normal colleges, teacher colleges, educational research institutions, primary and secondary schools,and some provincial societies of school administration research. The difference between this project and that mentioned earlier is that the latter emphasized the investigation research on some practical issues. This project can be divided into study on the:

a) quality, conditions of principals of primary and secondary schools, and their selection, employment, training and assessment;

b) quality, duty, training and assessment system of teachers of primary and secondary schools; and

c) rationalization and standardization of school buildings and equipment.

At present, all of the projects are being carried out.

In addition to the above national key research projects, there are a large number of research projects at lower levels which are undertaken by the provincial educational administrative departments,research institutions, universities, teacher colleges and training institutions. Among these projects, a certain number are relevant to educational administration and school management. In the reform practice of educational administration, the following projects have aroused the public interest:

Micro-level Educational Planning and Management, The System of Principal Resionsibility in Primary and Secondary Schools, The Evaluation of School Work, The Evaluation of Teacher Performance, The Design and Construction of School Building in Rural Areas, The Combination of School Education, Community Education and Home Education, Community Mobilization and Participation in Elementary Education.

Publications

Since China has a vast territory and a large number of administrators in educational administrative departments and various schools at all levels, publications concerning educational administration such as textbooks, reference books, journals, magazines and bulletins cannot satisfy their needs. In normal universities, students who major in education are interested in the course of educational administration. Not long ago, a survey in this respect was undertaken in the Department of Education of East China Normal University. In 1978, 20 of the 41

freshmen chose the Course of Educational Administration (49 per cent). In 1979, 35 of the 39 freshmen took the course, raising the participation rate to 90 per cent. The reason for the increase of students who chose the Course of Educational Administration is evident in the following results of the survey: (see Table 6, 7 and 8).

Table 6. Students' Motives for choosing the Course of Educational Administration

(Chart I)

Year	Number of the freshmen	To make contributions for the development of the discipline of educational administration		To learn the course for the teaching work and administrative work after graduation	
1978	20	8	40%	4	20%
1979	23	4	17%	8	35%
1980	33	5	15%	12	37%
Total	76	17	22%	24	32%

(Chart II)

Year	Number of freshmen	To enlarge the scope of knowledge		To be interested in the course		Simply to get the credits	
1978	20	5	25%	2	10%	1	5%
1979	23	6	26%	3	13%	2	9%
1980	33	8	24%	5	15%	3	9%
Total	76	19	25%	10	13%	6	8%

Table 7. Chart of Students' understanding of the Course of Educational Administration

Year	Number of freshmen	Having no idea about the course and about what to learn		Having clerar understanding about the course and what to learn	
1978	20	5	25%	15	75%
1979	23	16	70%	7	30%
1980	33	15	45%	18	55%
Total	76	36	47%	40	53%

Table 8. Chart of the Classification of Contents of Students' Research Project

Year	Number of freshmen	Theoretical contents		Practical contents		Foreign contents	
1978	20	11	55%	13	65%	6	30%
1979	23	3	13%	9	30%	1	4%
1980	33	3	9%	18	55%	2	6%
Total	76	17	22%	38	50%	9	19%

The above statistics present one aspect of the great mass fervour in study and research of administration in recent years in China.

As stated earlier, most publication are textbooks for training institutions, among which are educational administration and management, school administration (including the administration of universities, the administration of primary and secondary schools, and the administration of secondary vocational schools), educational psychology, school psychology and administrative psychology, educational statistics, educational sociology, and educational economics. The other publications are reference books selected by the training institutions of all levels. Some of the reference books are as follows:

Selected cases of school administration and *Selected reference materials for self study of school administration.* (Compiled by the East China Normal University).

Reference materials for educational administration. (Compiled by the Beijing Normal University).

Selected practice experience of secondary school principals and *Selected practice experience of primary school principals.* (Compiled by the Central Institute of Educational Research).

As for the journals of educational administration and school management, the following are the main ones:

Instruction and administration edited by Shanxi Teacher College

Education in secondary schools edited by the Jiang Su Teacher College

Educational theory and practice edited by Shanxi Educational Research Institute

Many articles, comments and investigation reports are also published in the learned journals of universities and bulletins of research institutions of higher education. *People's education* and *Higher education front* edited by the National Education Commission and the *Chinese Educational Newspaper* also carry the articles, comments and treatises.

IV. PROFESSIONAL DEVELOPMENT OF EDUCATIONAL ADMINISTRATORS

Mass organizations and their activities

In China there are no occupational mass organizations specially composed of educational administrators or school managerial personnel. These people either join in various specialized research branches of the Chinese Society of Education and the Chinese Society of Higher Education, such as the National Higher Education Institution Management Branch and the School Management Branch, or join in provincial societies of education or their branches.

The Chinese Society of Education and the Chinese Society of Higher Education are academic mass organizations for educators. The aim of these societies is to unite all those involved in educational research with teaching and administrative personnel, to develop and spread the science of education. There are other national research branches in the Chinese Society of Education and the Chinese Society of Higher Education, such as the Branches of Pedagogy, Marxist Educational Thoughts, Comparative Education, Pre-school Education, Educational History, History Teaching, Physics Teaching, Secondary School, Chinese Language Teaching and so on. The School Management Research Branch is one of these specialized research branches of the Chinese Society of Education, while the Research Branch of Higher Educational belongs to the Chinese Society of Higher Education.

The National Research Branch of School Management was established in October 1983. Members of the branch are from central and provincial institutes for educational research and teachers, presidents and chancellors of normal universities, colleges of education, colleges of educational administration and representatives of educational administrators and school principals at various levels, majoring in the administration of primary and secondary schools (including vocational and technical schools). The Research Branch unites and organizes educational administrators, principals, research personnel and teachers working in administrator training institutions at different levels to undertake research and disseminate research results. By now each province has its own sub-branches at provincial or prefectural level. The Research Branch of National School Management plays an active role in both professional training and development of educational administrators who gather to share experiences, engage in research, and spread new knowledge and skills of administration. This can be perceived as still an other form of training for educational administrators.

The National Research Branch of School Management unfolds its activities mainly in the following forms:

1. Academic conferences usually once every other year, a week each time. To examine new research results and exchange research experiences. Has been held twice (in 1983 and 1985).

2. Academic lectures--given by scholars and outstanding practitioners, each time fucusing on special issues.

3. Workshops--usually taking place during vacations.

4. Seminars/discussion meetings on special topics.

5. Experiences-sharing meetings--for example, the experiences sharing meeting of secondary school principals held in Nanjing, Jiangsu Province, and that of primary school principals held in Anyang, Henan Province, both in 1984, and on the reform of school education.

6. Organizing resources to carry out researches and experiments.

7. Issuing publications and data collections to spread awareness of local advancement in reform and research.

8. Conveying information and providing proposals on educational administration to higher bodies and authorities at various levels.

The Research Branch of Higher Education was established in November 1984. Currently the branch puts stress on the reform of higher educational structure. Its activities are as follows:

1. Studying, respectively in five specialized groups, the theories on higher educational management, administration of higher education, university/college management, education in the field of management, and management of normal universities and teacher colleges.

2. Organizing seminars/discussion meetings on special topics. In 1985 the branch held meetings on the following topics:

   a) Reforms and development models of higher education structure in China (April 1985);

   b) System of president responsibility and reforms in university/college administration (May 1985);

   c) Quality of university/college administrators and their training (August 1985); and

   d) Theoretical system of higher education management (November 1985).

3. Organizing reports on experiences in research and reform in higher education management.

4. Publishing "Study on Higher Education Management", bi-monthly journal.

5. Co-ordinating the efforts for a national level research project on higher education management.

The Research Branch of Higher Educational Management is composed of research personnel from central and local institutes of educational research, administrators and educational research personnel of universities and colleges and leaders of higher education authorities at central and local levels. Various provinces/municipalities have also established their own research bodies, to be guided on professional matters by the National Research Branch of Higher Educational Management.

Periodicals and bulletins

The National Education Commission frequently issues instructions, bulletins and newsletters to direct the work of its subordinate administrations. Local educational administrations also print and distribute numerous professional reference materials and academic writing like **Pedagogical Science, Educational Psychology, Educational Administration**, for the administrators to study. Among these publications, journals edited by the administrations at various levels play an important role to inform and instruct.

The journal and newspapers under the Commission's direct jurisdiction are as following:

The Higher Education Front, monthly;

The People's Education, monthly;

Chinese Education, a newspaper; and

Educational Research, a comprehensive, academic monthly published by the Central Institute for Educational Research.

The local educational journals edited and published by educational departments of provinces bear the names of the provinces, for example, **Education in Beijing, Education in Shanghai, Education in Sichuan Province, Education in Jiangsu Province, Education in Shangdong Province** and so on. Both central and provincial journals have special columns for educational administration and school management. Some specialized journals for educational administrators are in the process of publication, such as **The Secondary Education** edited by Shanghai College of Education, "**Educational Management Bulletin**" edited by Jiangsu College of Education, and "**Teaching and Management**" edited by Shangxi College of Education.

Conferences, seminars and workshops

That the administrator training has been given attention to is one of the most inspiring developments in China's education during the

past seven or eight years. Formal training institutions have been built or re-built, with teachers' universities/colleges traditionally primarily catering to pre-service training for educational administrators; other types of administrator training institutions such as the higher level party school of the central committee of the communist party,middle level or primary party schools of the local committee of the party, cadres' schools for a variety of specialized fields, television universities, radio and correspondence colleges, have also shared the task of administrator training for the field of education; educational research institutes, specialized academic organizations and educational authorities, among others have provided assistance by various approaches in the efforts to raise the administrators specialized skills and capabilities.

Subsequently, there have been a lot of occasions for conferences, seminars and workshops catering to different needs of educational administrators at different levels which can be classified as meetings on:

1. practice-including discussion meetings on special issues, experience exchange and information reporting meetings, usually held by educational authorities;

2. academic learning-including topic lectures, experience exchanging meetings, seminars, workshops, and others, held by societies of education, management, research branches educational research institutes, teachers' universities/colleges; and

3. training-held by training institutions, singly or jointly.

Sometimes these activities are organized together by educational authorities, research and training institutions.

In recent years, as a result of the policy of opening the door to the outside world, the frequency of international academic exchanges, overseas visits and short-term overseas training courses has increased. Some international meetings or workshops on educational administration have also been held in China. In general, however, more efforts must yet be made to promote the exchanges of information and personnel in educational administration, and to get more involved in the international research and training activities in this field.

In recent years, it has been realized that educational research, cadre training and administration should receive support. The educational research projects are related to the planning of economic development and human resource development, with the various experiments in the current educational reform, and with the knowledge and renewed capabilities of the educational administrators. Meanwhile, the educational authorities adopted some research results to formulate major policies. For example, the reforms on university/college enrolment, evaluation of engineering colleges and determination of educational plans, took into full consideration the opinions and research results of the research institutes. China's educational research institutions,and academic organizations have played the part of staff officer or adviser

to the authorities. The need for innovation in educational management and some results of research work have also been reflected in the content offered by the administrator training institutions. The effectiveness of these institutions, their appraisals on the trainees, and other opinions have also received full respect from the authorities. However, a more regular, institutionalized and procedural working system for coordination and linkage among the research and administrator training institutions and administration has yet to be established. The training and research institutions are still rather slow in providing advices and suggestions to practitioner administrators. This is a weak point in the field of educational management in China.

Based on the Decision of Educational Structure Reform and the Proposals on the making of the Five-Year Plan for the Social and Economic Development (two documents of the party and the government), China's educational authorities and institutions of training educational administrators are now considering how to improve their work. It is believed that research and training work will be better combined with the practice of administration and that research and training institutions' role as staff officers or advisers will be given full play.

In a national meeting on education held in 19 May 1985, Chinese leader Deng Xiaoping said:

> The leader who neglects education is a shortsighted immature leader. Such a leader cannot well direct the construction of modernization. The leaders at various levels should grasp education as they may do the economic construction. The party committees and governments at every level should not only grasp education, but also grasp it firmly and efficiently, setting strict demands on whoever concerned, making less empty promoses but doing more solid jobs. For example, how is the Decision (on Educational Structure Reform) going to be carried out in your region or department? How are you going to solve the problem of being short of school buildings and facilities? How can enough funds be raised for schools? In what way should the teacher training be organized? How can the ideological and political work in schools be improved? And all other questions.

Deng Xiaoping maintained that China's national power and the stamina of economic development will more and more depend on the quality of the labour force and the quantity and quality of China's intellectuals. As long as the leaders at various levels grasp education seriously, and keep doing so in a down-to-earth way for several years, China's education is bound to take on an unprecedented flourishing new aspect. It is obvious that the educational research and training institutions, with their staff officers and advisers should play a full part to improve the work of educational administration.

V. CONCLUSION

A decision made by the Central Committee of the Chinese Communist Party points out that,

> The training for cadres should occupy the top priority in the entire training work. The in-service training for cadres should occupy the top priority in the cadre training as a whole. This is because that all our work, including that for the universal education, can only be done through the cadre efforts. When political principles have been set, cadres are the determinant of everything. Whoever fails to regard the training as particularly crucial is committing an error of taking the branch for the root.

Since the founding of the People's Republic of China, the Party and the Government have taken a series of major measures in succession to enforce cadre education. Although cadre education had been at a standstill during the years of the "Cultural Revolution", in the past seven to eight years, under the leadership of the Party and the government, it has developed rapidly again. It is firstly because of the concern and specific policies of the Party and the Government that the widespread and formal network for the training of educational administrators has been set up and the non-formal training of different types has also been developed. Chinese leader Deng Xiaoping spoke on many occasions of the necessity to formally train cadres in large numbers and in a planned way, so as to raise their political consciousness, professional skills and management ability. This is not only a very promising investment in intelligence, but also an absolutely necessary step for modernizing China. The second major feature of China's educational administration is that training, research and administrative practice are to some extent mutually integrated and concerted. Teachers in training institutions may at the same time be researchers or administrators, and the researchers may also take on training work. The national-level academic organizations, in particular, provide the approach of connections for the administrators, researchers and trainees.

Such connections among the three parties in turn provide linkage between full-time and part-time trainers, formal and non-formal training institutions. This means that not only the number of trainers and trainees can be enlarged, but the quality and efficiency of training can also be raised.

The third experience involves the importance of the development of training courses and basic training materials. In the past seven to

eight years, educational administration research institutes, and especially training institutions such as colleges of education and normal universities, focused their efforts before anything else on writing, revising and discussing courses and training materials, making them suited to Chinese situations, and doing so from a perspective of theorization, systematization and modernization. This was a powerful step to raise training efficiency. Only when there are teaching and reference materials of fairly high academic value and relevantly sound courses, can better training take place, and the regularity and consistency of the training system, and the increasing expansion of training bases be achieved. These courses and reference materials,of course, should be updated incessantly as the educational administration, educational science and education as an undertaking, continue to advance. The development of courses and materials can by no means be done once and for all. In a sense they are the most crucial for the development of training institutions.

The training of educational administrators in China has yet to become truly mature, some of its regulations waiting to be consummated. For example, it has not made the training, position, appointment and payment well linked. Training institutions at all levels and their activities have not been well co-ordinated horizontally and vertically. Participation in international exchanges of experience and information has been less than desired. Nevertheless, we believe that, along with the advancement of China's education, the cadre training as whole, and the international cultural and educational exchange, the training of educational administrators in China will certainly make new progress and reach higher levels.